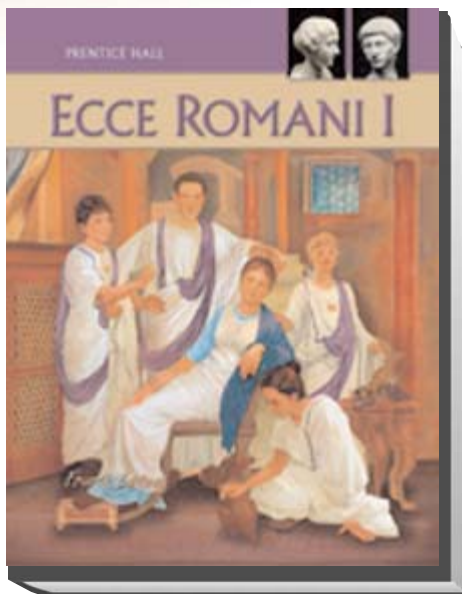


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C O R R E L A T E D T O

Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice Level

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Oklahoma Priority Academic Student Skills (PASS) for World Languages,
Novice Level

OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS (PASS) FOR WORLD LANGUAGES	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
NOVICE LEVEL RANGE	
Goal 1: Communication	
<i>Communicate in Languages Other Than English Communication occurring in the Novice Level Range often includes some combination of the following topics:</i>	
<ul style="list-style-type: none"> the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals 	
<ul style="list-style-type: none"> beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work Novice Level learners are typically in Levels I-II (see descriptions in the Overview). 	SE/TE: 9 (Exercise 2d #1), 15 (Exercise 3e #3), 40 (Exercise 7c #2, 7), 57 (Exercise 8d #1), 82 (Exercise 11d #2), 99 (Exercise 13c #2), 108 (Exercise 14f), 129 (Exercise 17d #4-8), 163 (Exercise 20e #6), 176 (Exercise 21c #4, 10), 202 (Exercise 23c #2-6, 9), 219 (Exercise 24e #2-3, 6-8), 242 (Exercise 26d #4), 256 (Exercise 27d)
Standard 1.1: Interpretive Communication - Listening/Reading/Viewing	
Students will understand and interpret written and spoken language on a variety of topics.	
Progress Indicators: What will Novice Level learners be able to do in the target language? By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
<i>When listening, reading, and viewing, learners in the Novice Level Range will:</i>	
1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.	
2. Understand key words in written material such as advertisements, schedules, and menus.	
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.	

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<p>4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 3 (Exercise 1a), 7 (Exercise 2a), 13 (Exercise 3a), 19 (Exercise 4a), 25 (Exercise 5a), 33 (Exercise 6a), 39 (Exercise 7a), 50 (Exercise 1d), 53 (Exercise 8a), 63 (Exercise 9a), 71 (Exercise 10a), 79 (Exercise 11a), 89 (Exercise 12a), 94 (Exercise 11e), 97 (Exercise 13a), 105 (Exercise 14a), 113 (Exercise 15a), 119 (Exercise 16a), 127 (Exercise 17a), 134 (Exercise IIIh), 137 (Exercise 18a), 149 (Exercise 19a), 159 (Exercise 20a), 173 (Exercise 21a), 185 (Exercise 22a), 199 (Exercise 23a), 211 (Exercise 24a), 224 (Exercise Vd), 227 (Exercise 25a), 239 (Exercise 26a), 264 (Exercise VI f)</p>
<p>5. Respond to simple commands, familiar vocabulary, and language structures.</p>	<p>SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 3 (Exercise 1a), 7 (Exercise 2a), 13 (Exercise 3a), 19 (Exercise 4a), 25 (Exercise 5a), 33 (Exercise 6a), 39 (Exercise 7a), 50 (Exercise 1d), 53 (Exercise 8a), 63 (Exercise 9a), 71 (Exercise 10a), 79 (Exercise 11a), 89 (Exercise 12a), 94 (Exercise 11e), 97 (Exercise 13a), 105 (Exercise 14a), 113 (Exercise 15a), 119 (Exercise 16a), 127 (Exercise 17a), 134 (Exercise IIIh), 137 (Exercise 18a), 149 (Exercise 19a), 159 (Exercise 20a), 173 (Exercise 21a), 185 (Exercise 22a), 199 (Exercise 23a), 211 (Exercise 24a), 224 (Exercise Vd), 227 (Exercise 25a), 239 (Exercise 26a), 264 (Exercise VI f)</p>
<p>Standard 1.2: Interpersonal Communication - Speaking/Writing</p>	
<p>Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions. By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.</p>	
<p>Progress Indicators: What will Novice Level learners be able to do in the target language?</p>	
<p><i>When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:</i></p>	
<p>1. Initiate greetings, introductions, and leave-taking.</p>	

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2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.	SE/TE: 25 (Exercise 5a #1), 39 (Exercise 7a #2), 79 (Exercise 11a #6), 89 (Exercise 12a #6), 91 (Exercise 12c #1), 127 (Exercise 17a #4, 6), 129 (Exercise 17c #1, 15), 173 (Exercise 21a #1-2, 5), 199 (Exercise 23a #3)
3. Express personal needs, preferences, and feelings.	
4. Initiate simple commands.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 74</i>
Standard 1.3: Presentational Communication - Speaking/Writing	
Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
Progress Indicators: What will Novice Level learners be able to do in the target language? By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.	
<i>When presenting information by speaking or writing, learners in the Novice Level Range will:</i>	
1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.	
2. Give simple commands and make requests of another person or group.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 74</i>
3. Retell a simple story using familiar vocabulary and language structures.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 28-31, 141-143</i>
4. Write personal journals and send brief messages to friends.	
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 28-31, 141-143</i>

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Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: Practices of Culture	
Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.	
Progress Indicators: What are Novice Level learners able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 59-61</i>
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture.	
3. Participate in cultural activities such as games, songs, and dances of the target culture.	
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.	SE/TE: 10-11, 59-61, 154-157
5. Recognize and explore the process of stereotyping other cultures.	
Standard 2.2: Products of Culture	
Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.	
Progress Indicators: What are Novice Level learners able to do in the target language?	
1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.	SE/TE: 17, 233
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.	SE/TE: 10, 141-143, 207-209, 216-218, 244

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3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.	
4. Identify countries, regions, and geographic features where the target language is spoken.	SE/TE: xvi, 1, 28, 99, , 125, 154, 156, 169, 175, 206, 217, 244
5. Extract samples of the culture's perspectives from popular media in the target culture.	
Goal 3: Connections Connect with Other Disciplines and Acquire Information	
Standard 3.1: Interdisciplinary Studies	
Students will reinforce and further their knowledge of other content areas through the foreign language.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.	SE/TE: 28-31, 37, 45-48, 59-61, 68-69, 75-77, 85-87, 109-111, 141-143, 154-157, 164, 168-171, 193-195, 207-209, 215, 216-218, 220-221, 230-233, 235-237, 244-247
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).	SE/TE: 11 (Additional Reading), 44 (Additional Reading), 46 (Additional Reading), 77 (Additional Reading), 92 (Additional Reading), 152 (Additional Reading), 177 (Additional Reading), 209 (Additional Reading), 233 (Additional Reading), 236 (Additional Reading), 252 (Additional Reading)

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Standard 3.2: Distinctive Viewpoints	
Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).	SE/TE: 11 (Additional Reading), 44 (Additional Reading), 46 (Additional Reading), 77 (Additional Reading), 92 (Additional Reading), 152 (Additional Reading), 177 (Additional Reading), 209 (Additional Reading), 233 (Additional Reading), 236 (Additional Reading), 252 (Additional Reading)
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.	SE/TE: 11 (Additional Reading), 44 (Additional Reading), 46 (Additional Reading), 77 (Additional Reading), 92 (Additional Reading), 152 (Additional Reading), 177 (Additional Reading), 209 (Additional Reading), 233 (Additional Reading), 236 (Additional Reading), 252 (Additional Reading)
Goal 4: Comparisons Develop Insight into the Nature of Language and Culture	
Standard 4.1: Language Comparisons	
Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.	SE/TE: <i>Opportunities to address this standard can be found on the following pages:</i> 22-23, 57-58, 102-103, 123 (Numbers), 144-147, 196-197, 259-261
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.	SE/TE: 288

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<p>3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.</p>	<p>SE/TE: 4 (Parts of Speech), 8 (Subjects, Verbs, Linking Verbs, and Complements; Verbs: The Endings –t and -nt), 14 (Nouns and Adjectives: Singular and Plural), 20 (Direct Objects and the Ending -m), 21 (Transitive and Intransitive Verbs, Core Elements of Latin Sentences), 26 (The Complementary Infinitive), 34 (Infinitive with Impersonal Verbal Phrase), 40 (Nouns and Adjectives: The Endings –as, -os, -es), 41 (Nouns: Cases and Declensions), 42 (Reading with Attention to Cases), 54 (Verbs: Persons), 56 (Nouns and Adjectives: Vocative), 64 (Prepositional Phrases: Accusative and Ablative Cases), 65 (Nouns: Cases and Declensions), 72 (Accusative and Infinitive, Verbs: Conjugations), 73 (Verbs: The Present Tense), 74 (Verbs: Imperative), 80 (The Genitive Case), 81 (Nouns: Cases and Declensions), 90 (The Ablative Case), 98 (3rd Declension i-stem Nouns, Verbs: The Imperfect Tense I), 100 (Adverbs), 106 (Verbs: The Imperfect Tense II), 108 (Verbs: Irregular Verbs I), 114 (Nouns: Neuter), 120 (Nouns and Adjectives: Agreement I), 128 (Verbs: Irregular Verbs II), 138 (Adjectives: 1st/2nd Declension and 3rd Declension), 139 (Nouns and Adjectives: Agreement II), 150 (Verbs: Perfect Tense I), 160 (Verbs: Perfect Tense II), 161 (Subordinate Clauses with the Conjunction dum), 162 (Uses of the Infinitive), 165 (Verbs: Principal Parts), 186 (Nouns: Cases and Declensions: Dative Case), 188 (3rd Declension Adjectives of One Termination), 189 (The Dative Case), 200 (Adjectives as Substantives), 201 (Verbs: Future Tense I), 205 (Verbs: Future Tense II), 212 (Dative with Intransitive Compound Verbs), 213 (Ablative of Cause, Verbs: Pluperfect Tense), 218 (Verbs: Future Perfect Tense), 228 (Nouns: 4th and 5th Declensions), 229 (The Partitive Genitive or Genitive of the Whole), 240 (Demonstrative Adjectives and Pronouns: Hic and Ille), 252 (Dative with Special Intransitive Verbs), 253 (Pronouns: 1st and 2nd Persons), 254 (Pronouns: 3rd Person, Pronouns: Reflexive), 255 (Adjectives: Possessive)</p>
<p>4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.</p>	

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Standard 4.2: Culture Comparisons	
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Identify similarities and differences in verbal and nonverbal behavior between cultures.	
2. Recognize cross-cultural similarities and differences in the practices of the culture studied.	SE/TE: 59 (#3), 84 (#1)
3. Identify cross-cultural similarities and differences in the products of the culture studied.	
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 37, 59-61, 75-77</i>
Goal 5: Communities Participate in Multilingual Communities at Home and Around the World	
Standard 5.1: School and Community	
Students will use the language both within and beyond the school setting.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Identify professions/occupations which are enhanced by proficiency in another language.	
2. Practice oral or written use of the foreign language with people outside the classrooms.	
3. Communicate on a personal level with speakers of the language via short letters, email, audio, and videotapes.	

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4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 28-31, 141-143</i>
Standard 5.2: Personal Enrichment	
Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	
Progress Indicators: What will Novice Level learners be able to do in the target language?	
<i>Learners in the Novice Level Range will:</i>	
1. Demonstrate a willingness to interact with native speakers.	
2. Discover and explore a variety of entertainment sources representative of the target culture.	
3. Identify current issues of interest within the target culture.	
4. Discover and explore samples of art, literature, music, representative of the target culture.	SE/TE: 4, 5, 8, 15, 21, 27, 35, 44, 48, 55, 68, 76, 86, 92, 130, 155, 164, 179, 180, 215, 246, 250, 251

Reference: [http://www.sde.state.ok.us/home/home01_test.html?http://sde.state.ok.us/publ/pass.html!](http://www.sde.state.ok.us/home/home01_test.html?http://sde.state.ok.us/publ/pass.html)